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ABSTRACT

This curriculum guide presents nine units for the study of world cultures in the ninth grade. The guide has been designed as one component of an ongoing comprehensive social studies program. Among the social sciences concepts which the units develop are cultural diffusion, prejudice, task specialization, urbanization, nationalism, and ethics. Generalizations to be developed include that culture is a human universal and is in a constant state of flux, and that cultural interaction leads to cultural advancement. The first three units cover an orientation to world cultures, ancient Egypt, and the fertile crescent. The other six units, which can be taught in any sequence, examine the Moslem world, Africa, India, Southeast Asia, China, and Japan. Each of the units identifies specific objectives and gives a detailed outline of content. No instructional materials are identified. (AV)

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ED166124

CULTURES OF THE NON - WESTERN WORLD

GRADE 9

INSTRUCTIONAL GUIDE

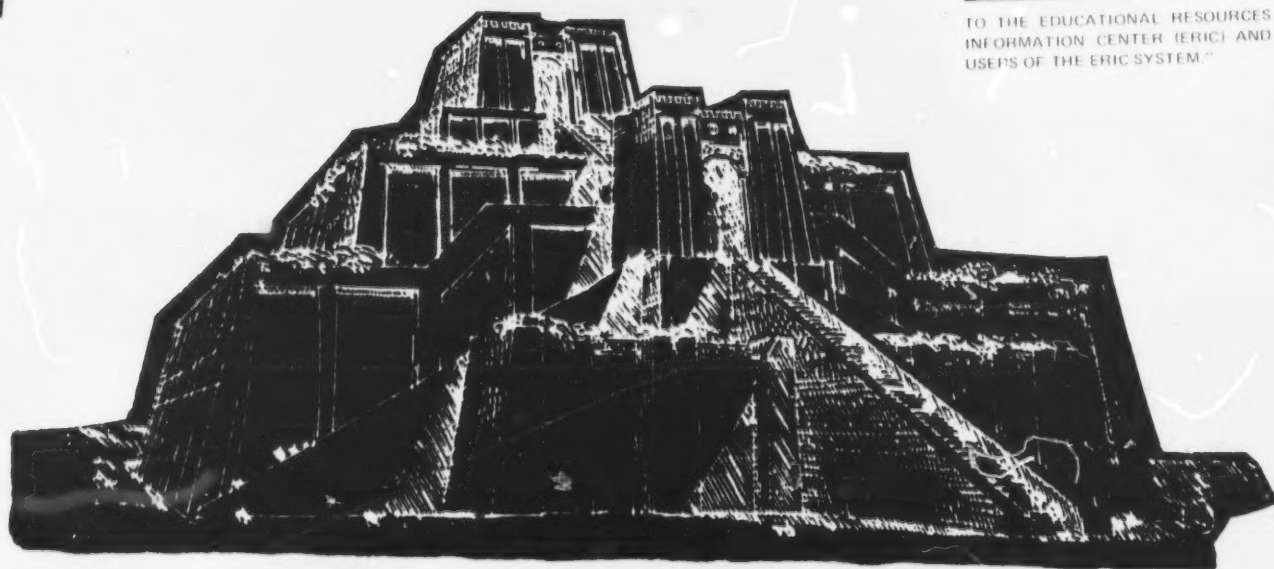
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WEST CHESTER AREA SCHOOL DISTRICT

WEST CHESTER, PENNSYLVANIA

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CULTURES OF THE NON - WESTERN WORLD

GRADE 9

INTRODUCTION

The intent of this guide is to re-organize the ninth grade World Cultures curriculum so that it will be an integrated part of an ongoing comprehensive Social Science program. A primary purpose, then, is to give to all students those essential tools needed for understanding and using information in their continuing educational experience and their everyday personal relationships.

The vehicle used to accomplish these very general objectives is a World Cultures curriculum based upon universal generalizations and concepts that are important to building a viable social science foundation. The primary objective of this program is an emphasis on building the learning processes of each student. The accomplishment of such processes is to be gained by using these concepts and generalizations in an analytical way. The student should be able to identify and apply information under different sets of circumstances. The focus of this program is then to have students begin to understand information rather than simply remember it.

COURSE ORGANIZATION

SECTION I - CHRONOLOGICAL ORGANIZATION

Orientation to World Cultures	)	
Ancient Egypt	)	9 WEEKS
The Fertile Crescent	)	

SECTION II - CULTURE STUDIES *

The Moslem World	)	
Africa	)	9 WEEKS
India	)	
Southeast Asia	)	9 WEEKS
China	)	
Japan	)	9 WEEKS

* These units do not have to be taught in any particular sequence.

MAJOR SOCIAL SCIENCES CONCEPTS

The concepts to be developed in this course are:

- | | |
|-----------------------------------|------------------------------|
| 1. co-operation | 31. invention |
| 2. adaptability | 32. family |
| 3. government | 33. evolution |
| 4. cultural exchange | 34. nationalism |
| 5. cultural interaction | 35. geographic barriers |
| 6. cultural diffusion | 36. geographic access routes |
| 7. human intellectual development | 37. religion |
| 8. human race | 38. cultural stagnation |
| 9. ethnocentrism | 39. imperialism |
| 10. cultural conflict | 40. colonialism |
| 11. cultural universals | 41. cultural barriers |
| 12. cultural isolation | 42. ethics |
| 13. haves/have nots | 43. culture |
| 14. merger (cultural) | |
| 15. assimilation (cultural) | |
| 16. accommodation (cultural) | |
| 17. apartheid (cultural) | |
| 18. elimination (cultural) | |
| 19. universality of culture | |
| 20. prejudice | |
| 21. discrimination | |
| 22. agricultural society | |
| 23. surplus of food | |
| 24. task specialization | |
| 25. leisure time | |
| 26. contemplative pursuits | |
| 27. urbanization | |
| 28. economic development | |
| 29. symbolic communication | |
| 30. environment | |

GENERALIZATIONS FROM THE SOCIAL SCIENCES

The generalizations to be developed in this course are:

1. Systematic techniques of discovery are used by man to determine his historical presence.
2. Human supremacy is based upon advanced thinking ability and social cooperation.
3. Culture is a human universal and in a constant state of flux.
4. Nature (geography) affects cultural development.
5. Unique geographic factors fosters the development of a restrictive acculturation pattern, i.e. absence of cultural diffusion.
6. Cultural isolation leads to cultural stagnation.
7. Cultural interaction leads to cultural advancement.
8. Invention serves to make accepted ideas obsolete.
9. Primitive cultures adopt the culture of the defeated but advanced culture.
10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.
11. Development of civilization follows a predictable pattern.
12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other.
13. Cultural superiority and technological prowess are not synonymous.

To understand the preceeding generalizations is to understand man's past successes and failures. A contemporary societies' potential for future security relies upon their acceptance of these generalizations. It is to this end that this course is directed, and to the realization that:

14. ANY SOCIETY UNWILLING OR INCAPABLE OF CHANGE THEREBY RENDERS ITSELF PERIPHERAL.

ORIENTATION TO WORLD CULTURES

- CODE Upon completion of this course students will be able to
- 9.1 define culture.
 - 9.2 distinguish among the social units: family, clan, tribe, and nation.
 - 9.3 relate the difference between natural barriers and cultural barriers.
 - 9.4 realize that prejudice, discrimination, and ethnocentrism may lead to cultural conflict.
 - 9.5 explain how different geographic environment affected cultural development.
 - 9.6 use the following to interpret a map: latitude, longitude, scale, key, elevation, continent, and country.
 - 9.7 demonstrate the ability to use these parts of a book: table of contents, index, glossary, chapter titles, headings and captions.
- Upon the completion of this unit students will be able to
- 9.8 complete a definition of the term race.
 - 9.9 complete a definition of the term prehistoric.
 - 9.10 explain the job of the archaeologist and anthropologist.
 - 9.11 discuss the difference between a fossil and an artifact by giving the definition of both or bringing in either pictures or an example of each.

1. Defining the purpose of the World Cultures Course - This course is designed to be a part of the ongoing Social Studies curriculum, it is not intended to exist alone. Generalizations and concepts taught throughout are such that they should be applicable to a variety of specific courses taught in subsequent years.

A. Generalizations

1. A statement of fact, based upon supporting concepts and ideas that has universal application.
2. A list of the generalizations to be taught should be given to the student.

B. Concepts

1. A single thought
2. A list of concepts to be presented in the course should be presented to each student. (students will note these concepts as they are covered)

II. Culture

- A. The sum total of all learned behavior in a given society.
- B. Comparison of natural behavior and learned behavior (Nacerima reading for cultural comparison and similar activities.)
- C. Universality of culture (creative exercises in making a practical tool).
- D. Cultural Universals (contemporary universals will lead into how ancient man developed them originally.)

III. Interpreting the evidence of man

A. Physical environment

1. Continent-Country distinction
2. Land forms
 - a. Peninsula
 - b. Island
 - c. Isthmus
3. Water forms
 - a. Oceans
 - b. Seas
 - c. Rivers
 - d. Lakes

NOTE: THE INTENT HERE IS NOT MERELY TO DEFINE OR EXPLAIN WHAT THESE ARE. STRESS WILL BE PLACED ON THE EFFECT OF THESE FEATURES AS BARRIERS TO OR ACCESS FOR THE SPREAD OF CULTURE BY CONTACT WITH OTHER CULTURAL GROUPS.

4. Topography
 - a. Mountains
 - b. Deserts
 - c. Plains
 - B. Chronology of man's existence
 1. Paleolithic/Neolithic Ages
 2. Age of Metals
 3. Age of Plastics
 - C. Techniques of discovering man's existence
 1. Anthropology
 2. Archaeology
 3. Geology dating
 4. Potassium dating (potassium-Argon)
 5. Carbon dating
 6. Fossils
 7. Artifacts
 - D. Gathering Society - Family unit develops
 1. Nuclear family
 2. Patriarchal organization
 3. Matriarchal organization
 - E. Hunting Society
 1. Division of labor required
 2. Extended family develops
- NOTE: Both gathering and hunting societies were nomadic existences. There was no surplus of food.
- F. Settled-Permanent locations
 1. Led to abundant, surplus food
 2. Led to developments of AGRICULTURAL Cultivation
 3. Required more people - polygamy
 4. Led to clans and tribes
 - G. Development of CIVILIZATION
 1. At this stage of development in society, mankind has accomplished settlements which are characterized by:
 - a. Sufficient water resources to support agriculture
 - b. Sufficient length of growing season
 - c. Surplus of food
 - d. Specialized tasks and division of labor

2. Civilization requires the following to be developed:
 - a. Urbanization
 - b. Trade and commerce
 - c. Record keeping (written records/symbolic communication)

Development of Civilization

The development of civilization followed a pattern discernable to a student of history. An ABUNDANT WATER SUPPLY was needed in conjunction with a SUFFICIENTLY LONG GROWING SEASON to produce an AGRICULTURAL SOCIETY.

When such a society could produce a SURPLUS OF FOOD we find that it develops TASK SPECIALIZATION. It also follows that not all time is then needed for the acquisition of man's basic needs and such LEISURE TIME can be turned to CONTEMPLATIVE PURSUITS. As society became more urbanized and complex it became necessary to organize a systematic direction for it; hence, GOVERNMENT was devised.

URBANIZATION followed with its need for the development of TRADE AND COMMERCE. This engendered a need for the development of RECORD - KEEPING and then a WRITTEN LANGUAGE.

Some factors which influenced development of culture and civilization

1. Geography
2. Topography
3. Environment
4. Cultural contact and exchange
5. Invention

Generalizations demonstrated in this unit to date. Refer to list of generalizations in the beginning.

1. Systematic techniques of discovery are used by man to determine his historical presence.
 - a. Archaeology, Anthropology, Geology dating et al.
 - b. Dr. Leakey
2. Human supremacy is based upon advanced thinking ability and social cooperation. - Discussion of man in comparison with other animals.
3. Culture is a human universal and in a constant state of flux. - Universal development of man and his formation of societies.
8. Invention serves to make accepted ideas obsolete. - The history of man as it has been shown to this point (i.e., toolmaking, fire, clothing, et al.)
14. A society unwilling or incapable of change thereby renders itself peripheral. - All human forms did not survive, and were replaced by those who better suited their environments or who changed their environment - i.e., fire.

Transition from Introduction to the units on Ancient Egypt and Mesopotamia

- I. Universality of culture
- II. Cultural universals
- III. Ethnocentrism of culture

Introduce concepts of Cultural Diffusion, Cultural Exchange, Cultural Isolation, Cultural Conflict and Have/Have-not.

- IV. Until now cultures have been developing in Isolation.
- V. Detailed discussion of Cultural Conflict and the courses of action

A. Merger B. Assimilation C. Accommodation D. Apartheid E. Elimination	These have a successful and positive effect on the development of culture through borrowing. They allow toleration and understanding and promote increased technology and a mutual appreciation of one another. These two prohibit cultural growth, lead to stagnation and encourage leadership to direct its energies to the maintenance of the status quo in cultural development.
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- VI. Social barriers to cultural development
 - A. Ethnocentrism
 - B. Prejudice
 - C. Discrimination

ANCIENT EGYPT

- | | |
|-------------|---|
| <u>Code</u> | Upon the completion of this unit students will be able to |
| 9.12 | locate Egypt on a map. |
| 9.13 | explain Egypt's cultural isolation by identifying four natural boundaries which surround it. |
| 9.14 | differentiate between Upper Egypt and Lower Egypt in regard to location and topography. |
| 9.15 | explain the meaning of the saying, "Egypt is the gift of the Nile" by listing four benefits derived from the river. |
| 9.16 | explain how the Egyptian calendar was based on the Nile River by naming one connection between the two. |
| 9.17 | demonstrate the role of the pharaoh in Egyptian society by explaining or selecting from a list four of his functions. |
| 9.18 | relate the purpose of the mummification process to the belief in an afterlife. |
| 9.19 | explain the effect the Hyksos had on Egyptian development. |
| 9.20 | describe the significance of the discovery of Tutankamon's tomb to the world of archaeology. |
| 9.21 | give an opinion of the significance of the contributions made by the Egyptians to civilization. |

- I. Universal needs: food, shelter, clothing, security (cultural universals)
 - A. Nomadic peoples moved with the wild life
 - 1. As climate changed, they followed animal herds to the Nile Valley (adaptability)*
 - B. Built permanent settlements for the following reasons:
 - 1. Abundant water supply, surplus food supply leads to task specialization (surplus food supply); (task specialization)
 - 2. Permitted an increased population
 - C. Nile River bonds the settlements
 - 1. Links a large area of land for communication, transportation, and facilitation of trade and commerce.
 - D. Nile River necessitates cooperation, government, expanded knowledge, and religion. (cooperation, government, contemplative pursuits, religion)

* All words appearing in parentheses are concepts developed at this point of the scope and sequence

II. Development of Egyptian Civilization

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- A. Cooperation for purposes of irrigation, flood control, home rebuilding, protection, and sowing/harvesting - (development of civilization follows a predictable pattern)
- B. Government is a necessity to facilitate cooperation on a village basis (government, cooperation)
 - 1. Government sought advice of individuals from most successful families
 - a. Within each community the most successful families became sought after for advice (family); (government)
 - 1) Pharaoh meant "Great House"
 - 2. As areas expanded, conflicts of interest and village wars took place. Some families would lead their villages militarily. (cultural conflict)
 - 3. After wars, the victorious families would assume positions of leadership - (government)
 - 4. Gradually two areas were established:
 - a. Upper Egypt
 - 1) less advantageous, more difficult existence (adaptation, isolation)
 - b. Lower Egypt
 - 1) advantages of the Delta, culturally advanced
 - 5. Conflict develops between Upper and Lower Egypt
 - a. Upper Egypt is victorious because of better warriors due to more difficult existence. (cultural conflict, cultural exchange)
 - b. Menes brings about a conscious "merger" between two different peoples; (cultural merger, nationalism)
 - 1) Creates a centralized government and develops a spirit of nationalism. (nationalism); (government)
 - 6. Religion is introduced as the justification for the central ruling authority of Menes. (religion, government)
 - a. Legend of the "Man-God" solidified his position as ruler (theocracy)
 - 1) this draws the needed scholars and high priests into Menes' government. (cooperation, task specialization)
- C. Purpose of a religious base for the government. (theocracy)
 - 1. Allayed fears and provided answers for natural phenomena (religion)
 - a. nature is the basis of religion since it governed their lives
 - b. similar gods with different names existed in the various villages. (polytheism)
 - 2. Gods are generally kind due to regularity of the flooding and general prosperity.
- D. Egypt will develop in isolation - (cultural isolation)
 - 1. Old Kingdom
 - a. stabilization and progress
 - b. government has supreme power in the Pharaoh
 - 1) Pharaoh owns the country (theocracy, monarchy)
 - c. Pharaoh devotes his energy to solidifying his power and promoting his own image.
 - d. Priests very powerful in religious matters - (religion, government)
 - e. Pharaoh commands love and loyalty of the people
- E. Religion of the Egyptians - (religion)
 - 1. Strong belief in an afterlife leads to necessity of preserving the body
 - a. mummification
 - 2. Building huge monuments is very good example of the centralization of authority and the dominance of the Pharaoh
- F. Accomplishments of the Egyptians
 - 1. Calendar, bronze, writing (invention, human intellectual development)

G. Decline of the Pharaoh

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1. Stagnation of Ideas
2. Greed and corruption - neglect of duty to the people
3. Power shifts to priests and nobles
4. Period of chaos and lack of leadership (cultural isolation and stagnation)

H. Middle Kingdom

1. Stabilization and unity by force, Pharaoh never again as powerful as during Old Kingdom.
2. Success in trade and commerce - (cultural interaction)
 - a. irrigation and canals
 - b. outside contracts begin to be made - (cultural interaction)
3. Hyksos Invaders - (apartheid)
 - a. Defeated Egypt with the horse and chariot (cultural isolation)
 - b. Egypt's wealth creates classic conflict between advanced and primitive societies

I. New Kingdom - Egypt builds an empire (nationalism)

1. Realizes vulnerability, creates buffer zone to protect homeland
2. Contact with Mesopotamia (cultural interaction)
3. Government (government)
 - a. military state
 - b. public works (no longer voluntary)
 - c. first important woman ruler
4. Religion (religion) changed from polytheism to monotheism
5. Ramses II
 - a. good example of New Kingdom Pharaoh
 - b. monument building, extensive wars
6. Decline of Empire

J. Conquests of Egypt

1. Conquests of others invited attacks on Egypt
2. Could not maintain constant warfare
3. Succession of conquerors
 - a. Assyrians
 - b. Persians
 - c. Alexander the Great and the Greeks
 - d. Ptolemaic line ending in Cleopatra
 - e. Conquest by Rome

The Fertile Crescent

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| <u>Code</u> | Upon completion of this unit students will be able to |
| 9.22 | locate the area known as the Fertile Crescent on a map. |
| 9.23 | show why the Fertile Crescent was so often and so easily invaded by outsiders by naming any two natural boundaries which surround it. |
| 9.24 | compare Egypt and Mesopotamia in terms of location, floods, and natural boundaries. |
| 9.25 | explain the difference between a city-state and a village. |
| 9.26 | explain the role of the priest-king in Mesopotamian society. |
| 9.27 | recognize the importance of religion in all aspects of Sumerian life by listing at least two duties the priests had in agriculture and business. |
| 9.28 | using Hammurabi's Code for reference, point out examples of "an eye for an eye" justice. |
| 9.29 | list a contribution of Abraham, Isaac, Jacob, Saul, David, and Solomon to the Hebrew nation. |
| 9.30 | explain the role of Moses in Hebrew history. |
| 9.31 | list at least one contribution of the Hebrews to law, literature, and religion. |
| 9.32 | point out the extent of the Phoenician trade routes on a map. |

I. Tigris-Euphrates River Valley location of 2nd Cradle of Civilization

- A. A plains region connecting the major areas of Europe, Asia, and Africa. (access route)
- B. Rivers were difficult to navigate and flow was unpredictable. (natural barrier)
- C. Wandering people of unknown regions settled here. (universal needs of man could be met here)
 1. People have been called Sumerian
 2. Students must determine why these people decided to build permanent settlements
- D. Contrast the Nile with the Tigris-Euphrates in affecting the building of civilization.
 1. Navigability of the river systems - Tigris-Euphrates created an effective barrier to easy communication, transportation and trade which led to the development of independent city-states rather than the Egyptian nation-state. (natural barriers)
 - a. Define and describe city-state - (government)
 - b. Contrast city-state with unified central government in Egypt

2. Universal needs satisfied by the Tigris-Euphrates. City-state is the governmental organization to carry out operations rather than the nation-state of Egypt.
 - a. Each city-state develops its own system of cooperation, specialization, government and religion.)
 - 1) Environmental and hereditary circumstances make these city-states similar but with unique variations.
 - 2) Describe the appearance of the city-state. Show how it affects daily life.
 - a) Walled-in city
 - b) Surrounding farm ground - (nationalism)
 - c) Dominance of ziggurat
 - b. Social equality very evident among the people. Work is shared - derivation of social equality from religion. (cooperation)
 - 1) Religion is based more on fear here than in Egypt
 - 2) Religion is based on strict polytheism. Cities have their own gods - very similar among various cities.
- Define animism and identify Sumerian gods and practices.

II. Many unanswered questions regarding the Ancient Civilizations.

- A. The Tigris-Euphrates Area is more difficult, archeologically, to find artifacts than the Egyptian area.
 1. Very destructive forces of the flooding rivers
 2. Climate is more moist and harmful to artifacts
 - a. Egyptian climate aided in preservation
 - b. Cultural traits, i.e., burial, preserved many artifacts
 3. Fertile Crescent people subject to many invasions - led to the destruction of physical environment.

III. City-states remained independent in conflict

- A. Unification of the city-states was accomplished by outside forces, using military power, not cultural characteristics.
- B. Sargon I of Akkad accomplishes political unification - compare to Menes
- C. Sargon did not attempt merger of the city-states on a cultural basis, but continued to expand, thereby creating the first real EMPIRE - (elimination)

IV. Accomplishments of the Early Sumerian Civilization

- A. Cuneiform (symbolic communication)
- B. Arch (Human Intellectual Development)
- C. Bricks (Invention)
- D. Division of Time
- E. Literature (leisure time)
- F. Mathematics
- G. Wheel

V. Constant Invasion and Conquest

- A. Sumerian cultural traits continue to survive - the conquerors assimilated the culture of these they conquered.
- B. This area will now be conquered by many succeeding peoples. History is a repetition of conquest and reconquest.
 1. Babylonians - Hammurabi's Code of Laws
 2. Assyrians - fierce, military techniques, Estab. first Library
 3. Chaldeans - advances in astronomy
 4. Persians - development and organization of government
 5. Hittites, Phoenicians, Lydians and Arameans - war chariots, trade, alphabet and money coinage
 6. Hebrews - monotheism, Old Testament, Ten Commandments, history of the Hebrews

Generalizations demonstrated in the units on Ancient Egypt and the Fertile Crescent. Refer to the list at the beginning of this Guide.

1. Systematic techniques of discovery are used by man to determine his historical presence. Archaeological discoveries of the ancient civilizations along the Nile and the Tigris-Euphrates Rivers.
2. Human supremacy is based upon advanced thinking ability and social cooperation. Tracing the pattern of the development of civilization in both Egypt and Mesopotamia.
3. Nature (geography) affects cultural development. The unique geographic influences that fostered the development of civilizations in both places.
4. Unique geographic factors fosters the development of a restrictive acculturation pattern, i.e., absence of cultural diffusion. Some of the accomplishments of this area were useful only to their culture and civilization.
5. Cultural isolation leads to cultural stagnation. The isolation of Egypt from other civilizations led to her vulnerability to technically advanced societies.
6. Cultural interaction leads to cultural advancement. The interaction of the various areas of the Fertile Crescent fostered cultural advancement. New Kingdom Egypt came into contact with cultures outside its boundaries leading to cultural advancement.
7. Invention serves to make accepted ideas obsolete. The various and many accomplishments of the Fertile Crescent people lead them to discard old ways which enabled their cultures to advance.
8. Primitive cultures adopt the culture of the defeated but advanced culture. Exemplified with Menes' unification of Upper and Lower Egypt and the Assyrian conquests of the Fertile Crescent areas.
9. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.
 - a. Merger - Menes uniting Upper and Lower Egypt.
 - b. Assimilation - the various Fertile Crescent peoples who conquered the Sumerian advanced civilization
 - c. Apartheid - the separation of the Fertile Crescent city-states
 - d. Elimination - destruction of the Assyrians
10. Development of civilization follows a predictable pattern - the civilizations of Egypt and the Fertile Crescent.
11. State and society are inseparable, any disturbance in one will lead to a disturbance in the other. - The Feudal Period in Egypt.
12. Cultural superiority and technological prowess are not synonymous. The military advancement and imperialistic attitude of the Hyksos, Assyrians, and Hittites.
13. Any society unwilling or incapable of change thereby renders itself peripheral. Egyptian unwillingness to change and accept new ideas.

Comparative Summation of Egypt and the Fertile Crescent

- I. Geographic influences leading to each civilization
 - A. Both satisfied universal needs.
 - B. Both permitted advances in the following areas
 - 1. Urbanization
 - 2. Specialization
 - 3. Trade and commerce
 - 4. Written records
- II. Development of universal institutions of civilization
 - A. Government
 - 1. Egypt - unified society based on ease of access routes afforded by the Nile.
 - a. Isolated from external forces
 - b. Unhindered development of a unique society
 - 2. Mesopotamia - separate similar societies
 - a. Caused by barrier of difficulty (Tigris & Euphrates)
 - b. External influences caused various influences
 - B. Religion
 - 1. Egypt - uniformity of religion
 - a. Accessibility offered by the Nile
 - b. Gods looked on as being beneficial
 - 2. Mesopotamia - basically similar with unique variation
 - a. Gods were to be feared
- III. Contributions to Modern civilization
 - A. Egypt - isolation caused inventions usable to her civilization, but not carried to today.
 - B. Mesopotamia - easy access led to development of ideas and inventions that have survived to modern civilization.

The Moslem World

- | | |
|-------------|--|
| <u>Code</u> | Upon completion of this unit students will be able to |
| 9.33 | label a map of the Moslem World including main mountain ranges, key cities, countries, and major bodies of water. |
| 9.34 | know through map study that there is little fresh water in the Middle East. |
| 9.35 | define the meaning of desert. |
| 9.36 | explain that nomads do not have sufficient or dependable sources of food and water in any one place. |
| 9.37 | explain why the nomadic way of life is disappearing. |
| 9.38 | match key Islamic terms with their proper meanings. |
| 9.39 | select from a list of daily habits of people in general those things a Moslem would be prohibited from doing. |
| 9.40 | list and explain the Five Pillars of Islam. |
| 9.41 | explain why the Middle East is an important location in world trade today. |
| 9.42 | given pie charts of world oil production and supply, select the world's three largest oil producers and three largest oil consumers. |
| 9.43 | recall that the persecution of the Jews led them to want a homeland of their own. |
| 9.44 | identify Israel as a single Jewish state in the midst of many Arab states. |

Overview

- I. Geographic and topographic influences: no problems of barriers - easy access routes to cultural exchange.
- II. Beginnings of Islam
 - A. Mohammed offered social, political and economic unity to the diverse people of the Middle East
 1. Geographic influence made this easy because of no natural barriers
 - a. trade routes between isolated societies fostered this exchange
 - b. good port harbors in North Africa
 - c. no one attempted any domination of the sea and trade routes
 - B. Mohammed offered a simple and uncomplicated philosophy to the common man
 - C. There was no formidable opposition
 1. No existing leadership on a large scale
 2. Mohammed offered to fill this void
- III. European interest
 - A. Not interested in colonization
 - B. Interested in trade routes
 - C. When sea routes were found this area was quickly abandoned
 - D. Middle East is again becoming popular because of the need for oil
- IV. Early in her history the Middle East had completed all requirements for civilization serving as the impetus to building empire

I. Middle East - Mohammed to World War II

- A. Arabian peninsula fairly isolated from the mainstream of the Middle East (isolation)
- B. Islam
 - 1. Mohammed consolidated many religious ideas into a religion for the masses (religion)
 - a. Five Pillars of Islam
 - b. Monotheism
 - c. Prohibitions on eating certain foods and drinking
 - d. Hegira - calendar
 - e. Jihad
 - 2. Chronology of conquest
 - a. Personal vision
 - b. Attempts to convert
 - c. Flight from Mecca
 - d. Acceptance in Medina
 - e. Consolidation of the Arabian peninsula
 - 3. After Mohammed's death
 - a. Transfer of power is easy - Mohammed was not a god (theocracy)
 - b. First two caliphs willing to carry on in Mohammed's tradition
 - c. Third generation leaders remove themselves from strict ideology of Mohammed and a basic split occurs
 - d. Period of expansion and cultural diffusion (cultural diffusion)
 - 1) Battle of Tours - turning point in westward expansion
 - a) Significant regarding the future advancement of Europe
 - b) Moslems did not want Europe (ethnocentrism)
 - 2. Expansion toward India relatively easy
 - 4. Abbasid period
 - a. Cultural and scientific accomplishments
 - 1) No political useage
 - 2) No impetus for advancement
 - b. Stagnation of Moslem achievement (cultural stagnation)
 - c. Crusades - conflict of the two basic philosophies (cultural elimination)
 - d. Middle Ages show Moslem world in a period of stagnation - they make no attempt to spread their own influence (cultural accommodation)
- C. Ottomans
 - 1. Trade routes changed - water instead of land (access routes)
 - a. They lose the advantage of cultural exchange and financial gain
 - b. Overtax their own people and bring about popular dissent
 - 2. 17th and 18th centuries - Ottomans very traditional
 - a. No new methods and techniques
 - b. End of 1800's - small movements toward nationalism (nationalism)
 - 3. World War I
 - a. Ottomans support the Triple Alliance
 - b. People do not follow leaders
 - c. After W.W. I - establishment of new countries
 - 4. Middle East and Europe
 - a. Influence of the British and French in cutting off Ottoman Empire from North Africa - Suez Canal
 - b. Conflict between Europe and Middle East is more pronounced

4. Middle East and Europe

19

- c. 1920's - 1930's, European division and exploitation of the Middle East is a classic example of European imperialism as it is the only area in which they could exert their influence (imperialism)
- d. World War II and after
 - 1) importance of oil - necessity to control these supplies
 - 2) modern economic base

II. Arab-Israeli Conflict

- A. History of the Hebrews since the diaspora
 - 1. Rejection in Europe (cultural apartheid)
 - 2. Acceptance in the Middle East (cultural accommodation)
 - 3. Theodore Herzl and Zionism (nationalism)
 - a. Balfour Declaration
 - b. European acceptance of the Zionist position
 - 4. Treatment of Jews in World War II and the developing sympathy (cultural elimination)
- B. Establishment of the state of Israel (cultural apartheid)
 - a. Disruption of Palestine
 - b. Conflicts between 1948 and 1956 (cultural elimination)
 - c. Palestine refugee question
 - d. Six Day war 1967 - its affects and hope for the future

Generalizations covered in the Moslem World Unit

- 4. Nature (geography) affects cultural development - the entire unit is an expression of this (i.e., isolation of the Arabian peninsula, change in trade routes)
- 6. Cultural isolation leads to cultural stagnation - Middle East after change in trade routes
- 7. Cultural interaction leads to cultural advancement - Moslem expansion
- 8. Invention serves to make accepted ideas obsolete - change in trade routes, modern Middle East
- 10. Cultural conflict
 - Merger - Mohammed unifying previously scattered peoples
 - Accommodation - Moslem expansion, Jews in diaspora in the Middle East
 - Apartheid - Creation of Israel, Jews in Europe in the Middle Ages
 - Elimination - Arab-Israeli Wars
- 12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other. The two Moslem Empires, Ottoman Turks
- 14. Any society unwilling or incapable of change thereby renders itself peripheral - The Ottoman Turks

Africa

- | | |
|-------------|--|
| <u>Code</u> | Upon the completion of this unit students will be able to |
| 9.45 | given an outline of Africa, locate its major topographical features |
| 9.46 | know that Africa is a continent and not a nation |
| 9.47 | list examples of geographic barriers that kept Africans internally isolated. |
| 9.48 | know that Africa is considered to be the birthplace of man. |
| 9.49 | list the three main reasons for European interest in Africa in the 19th century. |
| 9.50 | list and explain the effect of disease, ignorance, and poverty to African nations. |
| 9.51 | know that Africa is the world's largest untapped source of natural resources. |

Overview

- I. Contrasting unit with the Middle East
 - A. Middle East: crossroad to cultural exchange
 - B. Africa: developed in isolation
- II. Geographic and topographic influences - Sub-Saharan Africa
 - A. No natural harbors
 - B. No natural inland waterways for good transportation
 - C. Steep rise of the inland plateau - extreme climatic conditions
- III. African development
 - A. History of isolated areas of advancement
 - 1. Little internal communication
 - 2. Little external communication
 - B. Diversity of development
 - C. Uniformity of problems
 - D. Growth of separate and distinct empires along with continuing primitive tribes
- IV. Interest in Africa
 - A. Man did not have advanced technology to explore Africa for many centuries - nor a desire to do so
 - B. Africa did not achieve urbanization and specialization; therefore, was not ready for civilization (except in northwest and northeast)
 - C. Loss of the New World caused interest of Europe to shift to Africa
 - 1. Markets and raw materials
 - 2. Acquisition of land to maintain a European balance of power
 - D. Developing nationalism in the world did not escape the notice of African peoples
 - E. Independence of African countries was accomplished with varying degrees of success and failure
- V. Africa today as an area of major economic potential and political importance

I. Geographic influences

- A. Coast
 - 1. No harbors
 - 2. Little fish
- B. Plateau
- C. Great Rift
- D. Inland water bodies
- E. Importance of barriers in African development (barriers)

II. Early development

- A. Cultural, social, religious, anthropological development of various isolated societies - primitive because they had no overwhelming challenge to develop their resources, nor the means to do so (isolation)
- B. African Empires
 - 1. In contact with the Moslem World (cultural diffusion)
 - 2. Little contact with Europe
 - a. Europeans very backward
 - b. No need for contact and exchange
 - 3. Communication between African Empires was by land
 - 4. No lure for the Africans to the coast because nothing was offered there
 - 5. Specific Empires
 - a. Northwest Africa
 - 1) Ghana
 - 2) Mali
 - 3) Songhai
 - 4) Ashanti
 - 5) Cities of Benin and Ife
 - b. Kush
 - c. Zimbabwe
 - 6. Artistic development

III. Exploration and Colonization

- A. Europeans looking for new east-west trade routes begin to explore the coast of Africa (access routes)
- B. Labor needs in Europe and the New World necessitated African Slaves (note existence of slave trade previously)
- C. Industrial Revolution
 - 1. Other sources of raw materials for Europeans were disappearing
 - 2. Went to interior of Africa to look for resources they needed
- D. Curiosity (i.e., source of the Nile) brought Europeans
- E. Missionary work also opened up Africa
- F. African areas divided up between the European nations (Colonialism) (imperialism)
- G. Desirable resources
 - 1. Transport of resources very difficult out of the interior (barriers)
 - 2. Only items which were intrinsically valuable were sought
 - a. Gold
 - b. Ivory
 - c. Diamonds
 - d. People
 - 3. Did not tend to colonize as Europeans only do so when the climate is suitable

- A. Sub-Saharan Africa played a small role in W.W. I and W.W. II
- B. Beginnings of nationalism occurred at the end of W.W. II (nationalism)
 - 1. Education played a major role in both its inception and its execution
 - 2. Methods of independence preparation
 - a. Britain - Gradualism (assimilation and accommodation)
 - b. France - Assimilation (assimilation)
 - c. Belgium - Paternalism (apartheid)
 - 3. Various reasons for independence
 - a. Economic
 - b. Political
 - c. Cultural
 - 4. Independence had varying degrees of success and failure
- C. Problems of modern Africa
 - 1. Tribalism vs. Nationalism (nationalism)
 - 2. Health
 - 3. Diet
 - 4. Education
 - 5. Resources of each country varies in amount

V. South Africa: a cultural study of apartheid

- A. A series of readings will cover this topic in detail
- B. Contrast with other African nations who handled it differently

Generalizations demonstrated in the unit on Africa

- 1. Systematic techniques of discovery are used by man to determine his historical presence - Dr. Leakey.
- 4. Nature affects cultural development - entire unit.
- 5. Unique geographic factors fosters the development of a restrictive acculturation pattern - African cultural developments have on the whole been useful only to themselves.
- 6. Cultural isolation leads to cultural stagnation - Africa before trade routes changed.
- 7. Cultural interaction leads to cultural advancement - West African Empires, modern Africa.
- 10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.

Assimilation - French and British independence preparations, West Africa

Accommodation - British independence preparation

Apartheid - Paternalism and South Africa

Elimination - Tribal wars

- 11. Development of civilization follows a predictable pattern - failure of Africa to develop.
- 12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other - Modern African states.
- 14. Any society unwilling or incapable of change thereby renders itself peripheral - Africa up to today.

Comparative Summation of Moslem World and Africa

- I. Geographic influences leading to cultural development
 - A. Middle East was geographically accessible
 - B. Africa was geographically isolated
 - C. These roles have been reversed
- II. Development of Universal Institutions
 - A. Government:
 - 1. Middle East - political control extensive due to lack of barriers
 - 2. Africa - isolation caused unique and separate development
 - B. Religion
 - 1. Middle East - religious uniformity due to accessibility
 - 2. Africa - isolation causes unique and separate development
 - C. Contributions to modern civilization
 - 1. Middle East - political, religious, philosophical and economic (oil)
 - 2. Africa - art and music - NOTE: Africa is still developing and great potential for development still exists
- III. Middle East and Africa continuing relationship in the world community
 - A. Economic power in oil rests with Middle East - important significance in international relations
 - B. Africa is an emerging area and contains great political and economic potential power

India

- Code Upon completion of this unit students will be able to
- 9.52 given an outline map of the Indian subcontinent locate its major topographical features.
 - 9.53 explain the division of people based on language patterns by knowing three of the languages spoken.
 - 9.54 explain the effects of the monsoon on Indian agriculture.
 - 9.55 explain the part played by Great Britain in Indian history.
 - 9.56 list three factors which create divisions among the Indian people.
 - 9.57 explain how the caste system affects life in India today.
 - 9.58 identify three causes of poverty in India.
 - 9.59 explain why Gandhi rejected Western values for those of Indian civilization.
 - 9.60 describe the technique of non-violent protest.

Overview

I. Cultural Universals: (Institutions)

A. Government

- 1. Western structure (participatory democracy); real political power resting in upper social positions - (government)

B. Religion

- 1. Philosophy that gives order to a large and diversified population
 - a. reinforces social structure

C. Family

- 1. Tied closely to religious beliefs and serves an important economic purpose

D. Economic system

- 1. Mixed philosophy that is structured along religious and social guidelines

II. Ethnocentrism within the Indian sub-continent

A. Religious and language barriers tend to segregate a diversified population

- 1. Strong provincial (i.e., religious) identity is the cause of conflict and war and national disunity.

III. Spread of Indian Culture

A. Strong impact on South East Asia during the Moslem era in India

B. Buddhist religion achieved greatest acceptance outside the Indian government

IV. Cultural Exchange vs. Isolation

A. History of India is a constant cycle of new invaders and settlers filtering into the subcontinent

- 1. Beginning with the Aryans, ending with the Europeans; many diverse cultural contacts.

B. External influence and exchange with the west

25

1. Mountain barriers isolated India from any important eastern influence

V. Social and cultural conflict

A. Western influence was merged, assimilated and accommodated in varying degrees by the existing cultures of the Indian subcontinent

1. The many influences led to the development of a diverse sub-continent and nation

VI. Problems of Indian Society

A. Disease, ignorance, poverty, religious restrictions, many languages

1. Language is the biggest barrier to social, political and economic development
2. Increasing population, low food supply
3. Farm productivity low

India

I. Geographic influences

A. Himalayan Mountains serve as barriers to separate India from the rest of Asia - (geographic barriers) (cultural isolation)

1. Define sub-continent

B. Effect of Monsoons, Deccan Plateau, river valleys and plains

1. Effect of Monsoons on weather (climate)
2. Describe the distinct geographic features as they affect the lifestyle of the people (geographic influence)

C. Waterways become prime transportation route from other cultures (access routes)

1. Emergence of cities along the coastline
2. India did not have a great deal to offer Europeans, became a stopping point for farther trips to Asia.

II. Historical Development

A. History of conquest and reconquest; cycle of disruption and stability

1. History is described as one of diversity and change (recipient of cultural diffusion)

2. Dravidians built early civilization on the Indus River Valley

3. Aryans were the first outside contact

a. Aryan-Dravidian conflict (cultural apartheid)

- 1) origin of the caste system
- 2) beginnings of Hinduism (religion)

b. Buddhism begins a religious reform movement (religion)

- 1) teachings of Buddhism absorbed into Hinduism (cultural assimilation)

4. Moslem era

a. spread of Islam to India causes religious conflict with Hinduism (cultural conflict, cultural apartheid, cultural elimination)

5. Mongolian Invasions

a. Mongols adapt Islam as their religion (cultural assimilation)

1. Mughal Dynasties

6. European Influence - The British East India Trading Company (colonialism, imperialism)

7. Rule of the British Government
 - a. Reasons for British success in uniting the Indian sub-continent
 - 1) English brought advanced technology, western philosophy of law, education, government, common language, trade and commerce. (recipient of cultural diffusion)
 - a) English were sowing the seeds for Indian independence
8. Mahatma Gandhi and the move to independence
 - a. Indian leadership educated in the west therefore they learn western philosophies of government and politics
 - 1) Indians begin to think of themselves in terms of a nation (nationalism)
 - b. Gandhi and the development of the philosophy of "passive resistance"
 - 1) Trace the development of the philosophy of non-violence from early Hinduism to Henry Thoreau to Gandhi to Martin Luther King

III. Cultural Philosophy of India

- A. The effect of Hinduism on modern India (religion) (ethnocentrism)
 1. Belief in re-incarnation, karma, and the Caste System
 - a. Advantages and disadvantages of the caste system
 - 1) Comparative analysis to the American "social structure" (prejudice, discrimination, family)

IV. Village life

- A. Marital patterns
- B. Family organization (family)
- C. Economic structure (economic development)

V. Governmental Structure (government)

- A. National Congress Party
- B. Parliamentary form of government
 1. Democratic principles
- C. Comparative analysis with the American political structure
 1. Advantages and disadvantages of both

All words appearing in parentheses are concepts developed at this point of the scope and sequence.

Generalizations demonstrated in unit on India. Refer to the list of generalizations in the beginning.

1. Systematic techniques of discovery are used by man to determine his historical presence. Archaeological findings of the early Dravidian civilization.
4. Nature (geography) affects cultural development. The effect of the Himalayan Mountains in isolating India from Asia; the effect of the Monsoons, the Deccan Plateau, and the river valleys and plains on the lifestyles of the Indian people.
5. Unique geographic factors fosters the development of a restrictive acculturation pattern, i.e., absence of cultural diffusion. Development of the Hindu religious philosophy.
6. Cultural isolation leads to cultural stagnation. The early development of secular village life (provincialism). The development of a peninsular society.
7. Cultural interaction leads to cultural advancement. The influences of the Aryans, the Moslems, the Mongols and the Europeans.
9. Primitive cultures adopt the culture of the defeated but advanced culture - the Mongol invaders adoption of the Islam religion.
10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.
 - A. Assimilation - Mongol/Moslem contact; Hindu/Buddhist conflict; British/Indian contact
 - B. Accommodation - British/Indian contact
 - C. Apartheid - caste system; Aryan/Dravidian conflict; Moslem/Hindu conflict; British/Indian contact
 - D. Elimination - Moslem/Hindu conflict; Aryan/Dravidian conflict
11. Development of civilization follows a predictable pattern - The Indus River Valley civilization
12. State and Society are inseparable; any disturbance in one will lead to a disturbance in the other. The government efforts to industrialize thereby breaking down village and family organizations. Governments attempt to change the impact of religious philosophy on the social structure, i.e., caste system.
13. Cultural superiority and technological prowess are not synonymous - The early English-Indian contacts.
14. Any society unwilling or incapable of change thereby renders itself peripheral. Indian reluctance to change village and family patterns, the strong allegiance to a socially restrictive religious philosophy.

Southeast Asia

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|-------------|--|
| <u>Code</u> | Upon completion of this unit the students will be able to |
| 9.61 | circle on an outline map of Southeast Asia the peninsular and insular areas. |
| 9.62 | from a list of characteristics select those that are descriptive of Southeast Asian village life. |
| 9.63 | list three crops that are grown for cash in Southeast Asia. |
| 9.64 | tell about the influence of the following groups on this region: Chinese, Arabs, Dutch, Americans. |

Overview

- I. Cultural Universals (Institutions)
 - A. Government
 1. Various structures of government reflect the diversity of the region.
 2. "Nationalism" is a new concept; "Communism" is attempting to be the regional unifying factor.
 - B. Religion
 1. Religious beliefs are the manifestations of the "isolated" village and province culture.
 - a. New beliefs are readily assimilated into the existing structure
 - C. Family
 1. Reflects the religious beliefs and economic necessity of the society
 - D. Economics
 1. Wealth is controlled by small percentage of the population
 2. Food production always high
- II. Ethnocentrism within the South East Asia region
 - A. National boundaries are meaningless in creating national identities
 1. Provincialism is the key in cultural identity
 2. Communism is disregarding national boundaries and exploiting the village identity.
- III. Cultural Exchange vs. Isolation
 - A. South East Asia region greatly influenced by the Chinese, Indian, and European cultures. (recently the American Culture)
 1. Readily adopts new cultural characteristics without sacrificing customs long held.
 - B. Region is easily accessible thereby promoting these external influences; while topography within the region promoted the growth of isolated villages and provinces.
- IV. Social and Cultural Conflict
 - A. Merger, assimilation and accommodation accomplished quite readily in this region.
- V. Political and Economic power concentrated in a few upper social positions.
 - A. Communist movement, identified with nationalism is attacking this structure

- I. Southeast Asia is a "mosaic" of cultural groups (recipient of cultural diffusion)
- II. Topography, geography and transportation are not conducive to unity
 - A. Geographic influence; facilitates or restricts cultural exchange (geographic barriers)
 1. Mountain ranges restrict all movement in north-south direction.
 - a. Facilitates Chinese movement into this region (access routes)
 2. Mountain ranges prevent contact between various tribal groups
 - a. Isolated cultural development (cultural isolation)
 - B. Climatic conditions cause best rice growing regions in the world
 1. All needs for sustenance satisfied very easily; an abundance of food
 - a. Even though the surplus of food requirement is satisfied easily, this region never develops the other requisites for development of civilization. (civilization, isolation)
- III. External Cultural Influences
 - A. Chinese influence (recipient of cultural diffusion)
 1. Most of South East greatly influenced by migratory Chinese
 - a. Chinese influence and presence still very strong today
 - b. Southeast Asian Chinese a viable economic force while still clinging strongly to Chinese cultural traditions. (economic dev.)
 - B. Moslems
 1. Moslem influence brought by way of India (cultural diffusion, religion)
 - C. Colonial Period
 1. Europe colonizes reluctantly; interested only after the loss of other colonies and advent of the Industrial Revolution
 - a. Types of colonialism
 - 1) Comparison of Dutch, English, French and U.S. (colonialism, imperialism)
 - D. Rise of Nationalism
 1. Nationalism is tied to individual personalities (nationalism)
 - a. Ho Chi Minh in Vietnam, Sukarno in Indonesia, Sihanouk in Cambodia, Aung San in Burma
 2. Compare methods of independence used by various colonial powers (government)
- IV. Religions of Southeast Asia
 - A. Original Southeast religious beliefs are the primitive animistic beliefs (religion)
 - B. External religious influence (cultural diffusion, religion)
 1. Buddhism from India
 2. Islam from India
 3. Christianity from Europe
 - C. Southeast Asian have assimilated and merged various religions with their own primitive beliefs. (cultural merger, assimilation)

V. Modern Indo-China

- A. Communism is making attempts to supply the overall unifying force of the area (nationalism, government, economic development)
- B. China reluctant to give up this sphere of influence
- C. U.S. attempting to establish a sphere of influence
 - 1. Internal Indo-China conflict is principally political, not economically motivated. (government, economic development)
 - 2. People of S.E. Asia are basically apolitical
 - a) This area used as a stage for the "great powers" to exercise control (imperialism)

Generalizations demonstrated in the unit on Southeast Asia

- 1. Systematic techniques of discovery are used by man to determine his historical presence. The archaeological discoveries at Angkor Wat.
- 4. Nature (geography) affects cultural development. The Mountain ranges that restricted movement of peoples thereby fostering isolated cultural development. Climatic factors that created an abundant food growing area.
- 6. Cultural isolation leads to cultural stagnation. The tribal development throughout most of Southeast Asia. The country of Laos in particular.
- 7. Cultural interaction leads to cultural advancement. Thailand the only example of a nation-state development early in history with a desire to contact other cultures.
- 10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.
 - A. Assimilation - Islam religion, Buddhist religion, Christianity
 - B. Apartheid - Chinese cultural groups, early village development
 - C. Elimination - Various early tribal conflicts
- 11. Development of civilization follows a predictable pattern. There was an absence of the complete pattern of this development; therefore there was not a development of an early, unique Southeast Asian civilization.
- 12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other. A negative example, never any uniform society therefore no uniform state.
- 14. Any society unwilling or incapable of change thereby renders itself peripheral. All areas of South East Asia are peripheral due to their strong dependence on other societies.

Comparative Summation of India and Southeast Asia

I. Geographic influences

A. India

1. Geographic barriers isolated from Asia
2. Access routes to North Central Asia and the West
3. Monsoon climate favors rice growing

B. Southeast Asia

1. Geographical barriers prevented east-west exchange
2. Access routes to China
3. Monsoon climate favors rice growing

II. Cultural Universals

A. Government

1. India - influence of western democratic traditions
2. Southeast Asia - apolitical

B. Religion

1. India - extremely secular
2. Southeast Asia - adoption of a wide spectrum of philosophies

C. Contributions to modern civilization

1. India - Religious philosophy, language, mathematics, modern passive resistance
2. Southeast Asia - no discernible contributions

III. Inter-relationship in the world community

- A. India - Third World leader, striving for technological parity with the west. Abundance of resources

- B. Southeast Asia - stage for big power political and military confrontation

China

- | | |
|-------------|---|
| <u>Code</u> | Upon the completion of this unit students will be able to |
| 9.65 | choose facts from misconceptions from a list of ideas about China. |
| 9.66 | identify the population of China as the largest in the world. |
| 9.67 | explain that one of the important problems facing the Chinese today is feeding their huge population on the limited land they have available. |
| 9.68 | using a world map discover that the territory of the U.S.A. and China occupy similar latitudes in the northern hemisphere and draw three conclusions appropriate from this understanding. |
| 9.69 | correctly label three main rivers of China and the locations of three major cities, the Himalaya mountains and the Gobi Desert. |
| 9.70 | identify several natural barriers which isolated China from other cultures. |
| 9.71 | give two examples of cultural exchange between China and Europe resulting from Marco Polo's travels. |
| 9.72 | match the following 20th century leaders of China with their accomplishments and/or events in their lives: Mao Tse-tung, Sun Yet-sen, Cho En-lai, Chiang Kai-shek. |
| 9.73 | show the relationship between China's vast mineral resources and her industrial potential by listing several examples of her resources. |
| 9.74 | list the five relationships of the Confucian social system. |
| 9.75 | identify several inventions attributed to the Chinese culture. |
| 9.76 | state that 80% of the Chinese are peasant farmers who intensively cultivate the farmlands available. |
| 9.77 | demonstrate that the typical Chinese peasant lifestyle involves long hours of difficult hand labor by creating a daily diary. |

Overview

I. Values

- A. Compared to the U.S.A.
- B. Confucian
- C. Taoist
- D. Buddhist
- E. Maoist

II. Geographic Isolation

- A. Mountains
- B. Deserts
- C. Water Barriers
- D. Regular Coastline
- E. Climatic Variation

III. Historical Development

- A. Dynastic Era
- B. Revolutionary Period
- C. Contemporary Times

China

I. Chinese Values

- A. Compared with the U.S.A. (ethnocentrism, patriarchy, joint family)
- B. Confucian: The Chinese people were given a philosophic unification through this system of ethics.
 - 1. Five Relationships of Social Contacts (ethics)
 - 2. Civil Service Exams (government)
- C. Taoist: a mystical metaphysics which appealed to the more common citizen (religion)
- D. Buddhism: imported from India; balanced Confucian and Taoist extremes (religion)
- E. Maoism: attempting to create a New Socialist Man society (economic development, nationalism, family)

II. Geographic Isolation

- A. Mountains in North, West and South isolated the Chinese from other areas (cultural isolation)
- B. Deserts such as Gobi also separated Chinese from others (cultural isolation)
- C. Water barriers such as the oceans and seas further emphasized the isolation
- D. Regular coastline provides few good harbors to encourage shipping (those that existed were soon taken over by Europeans (cultural isolation))
- E. Climatic Variation provided even internal cultural isolation due to the limits of agricultural production.

III. Historical Development

- A. Dynastic Era
 - 1. Hwang Ho Unifies people (co-operation, government, agricultural society)
 - 2. Political Development (assimilation)
 - 3. Cultural Development: "Middle Kingdom" thinking becomes dominant (ethnocentrism, Symbolic communication, invention) (cultural diffusion)
 - 4. European contacts (cultural interaction, apartheid, stagnation)
 - a. Economic developments (imperialism)
 - b. Political developments (colonialism)
 - c. "Opium War" (conflicting cultures) (nationalism)
 - d. Taiping Rebellion
 - e. Boxer Rebellion (cultural conflict, elimination)
- B. Revolutionary Period (elimination, government)
 - 1. Revolution of 1911 (nationalism)
 - a. Sun Yat-sen (government)
 - b. Yuan Shi-Kai
 - c. Chiang Kai-shek

2. Decade of the 1920's
 - a. Organization of the Communist Party (economic development)
 - b. Beginning of the Nationalist/Communist Civil War
3. Decade of the 1930's
 - a. Japanese Invasion; Manchukuo established (cultural conflict, elimination)
 - b. 1937 Japanese attack - beginning of World War II
4. Decade of the 1940's
 - a. Chinese role in World War II
 - b. Return to Chinese Civil War
- C. Contemporary Time
 1. 1949 Communist Revolutionary Success (government, economic development, new nationalism, cultural isolation)
 2. Great Leap Forward and Five Year Plans (economic development)
 3. International Relations
 - a. Korea
 - b. Tibet
 - c. Southeast Asia
 - d. United Nations

Generalization demonstrated in the China Unit

1. Systematic techniques of discovery are used by man to determine his historical presence - Peking Man.
4. Nature (geography) affects cultural development - natural barriers and climate.
6. Cultural isolation leads to cultural stagnation - the whole unit.
7. Cultural interaction leads to cultural advancement - reaction to the West.
9. Primitive cultures adopt the culture of the defeated but advanced culture - Manchu Dynasty.
10. Either cultural merger, assimilation, accommodation apartheid or elimination can be the result of cultural conflict - assimilation: Manchu Dynasty; apartheid: European spheres of influence; elimination: Boxer Rebellion.
11. Development of civilization follows a predictable pattern - Hwang Ho influence on development.
12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other. Taoism & Communism, K.M.T. and the People
13. Cultural superiority and technological prowess are not synonymous - Europeans and the Chinese contacts of the 1800's.
14. Any society unwilling or incapable of change thereby renders itself peripheral. The Chinese dynasties, the K.M.T. Confucian thought.

Japan

- Code Upon completion of this unit students will be able to
- 9.78 identify Japan as an archipelago and write a definition of this term.
 - 9.79 relate two effects that geographic factors had upon population distribution in Japan.
 - 9.80 match the following names or terms with definitions: Douglas MacArthur, kimono, typhoon, Shogun, Pearl Harbor, bonzi.
 - 9.81 explain that Japan must export great quantities of manufactured products to balance her need for imports of food and raw materials by distinguishing between Japan's exports and imports and from a list giving examples of both.
 - 9.82 recognize that Japan has two extremes of culture represented by urban industrialization and rural fishing/agricultural societies.
 - 9.83 know that Shintoism is a unique Japanese religion.
 - 9.84 recognize the extent to which the Japanese culture of today is based upon cultural borrowing as well as native creation by giving several examples of each.

Overview

- I. Geography and topography
 - A. Japan's mountainous archipelago created a unique and distinctive culture
 - B. Lack of arable land
 - C. Irregular coastline
- II. Historical development
 - A. Early inhabitants migrated from Asian mainland
 - B. Major cultural impact came from China
 - C. Tokugawa Shogunate brought development of unique Japanese cultural traits
 - D. Japanese enter a period of isolation from the west out of fear of cultural elimination, leading them to cultural stagnation
 - E. Perry introduces Japan to modern era
 - F. Japanese period of imperialism follows culminating in cultural assimilation and diffusion
- III. Contemporary Japan has adopted American political and economic philosophies and practices

Japan

I. Geography and Topography

- A. Archipelago - Japan is an island nation and should be compared with other archipelago nations, especially Great Britain
- B. Topography - the mountains limit the amount of arable land
- C. Population centers are forced to be located along the coastal regions
- D. Oceans - provide a needed food source and affect the climate due to the Japanese Current (all of the preceding bear on the concept of isolation)

II. Historical Development

- A. Shintoistic Development
 - 1. Political development based on this religion (government)
 - 2. Emperor system (government)
 - 3. Shogunate established
 - 4. Religious attitudes (religion, ethics)
- B. Influence of the Chinese (cultural diffusion)
 - 1. Confucian ethics (ethics)
 - 2. Buddhism (religion)
 - 3. Writing (symbolic communication)
- C. Feudalistic Period - class society develops (economic development, task specialization)
- D. Period of Isolation (cultural stagnation, isolation)
 - 1. Initiated by Christian Missionary Conversion Success
 - 2. This isolation fostered cultural stagnation in Japan
- E. Commodore Perry and the West (cultural interaction and diffusion)
 - 1. Political effects of Perry visit led to Meiji Constitution (govt)
 - 2. International Involvements (based on have/have-not concept)
 - a. Economic Development (cultural diffusion)
 - b. Sino-Japanese War, 1894-95
 - c. Russo-Japanese War, 1904-05
 - d. Japan in World War I
 - e. Economic effects of 1929 Depression on Japanese economy
 - f. Manchurian Incident and Invasion of China Proper, 1937
 - g. Japan and World War II (elimination)
 - a) Pearl Harbor
 - b) Hiroshima and Nagasaki

III. Contemporary Japan

- A. Political Changes - democratic constitution
- B. Economic Growth - Japan is an economic "Miracle in Asia" (cultural assimilation)

Generalizations demonstrated in the Japan Unit

4. Nature (geography) affects cultural development. Japan's sea orientation
5. Unique geographic factors fosters the development of a restrictive acculturation pattern. The development of Japanese culture.
6. Cultural isolation leads to cultural stagnation. Isolation after initial contact with Christian missionaries.
7. Cultural interaction leads to cultural advancement. Contact with China and contact with the west.
8. Invention serves to make accepted ideas obsolete. Post W.W. II Japan
10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.
 Assimilation - Chinese influence, western influence after W.W. II
 Elimination - Twentieth century military efforts
12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other. Development of isolation, overthrow of the Shogunate
13. Cultural superiority and technological prowess are not synonymous - Commodore Perry's contact
14. Any society unwilling or incapable of change thereby renders itself peripheral. Japan is the antithesis of this point.

Comparative Summation of China and Japan Units

I. Geographic Influences

- A. Both China and Japan were isolated geographically and therefore developed unique cultures. Both cultures are attempting to revise some of the adverse effects of this isolation.
- B. While China has grudgingly accepted the West's technological superiority, hindering her growth, Japan has readily accepted the demonstrable technological superiority of the West and has thus fostered her own technology.

II. Development of Universal Institutions

- A. Government
 1. China - weak central government dependent upon the Warlords in local areas. This was due to size of population and geography.
 2. Japan - political unity enforced by the military
- B. Religion
 1. China - Confucian ethics balanced Taoist spiritualism
 2. Japan - Shinto provides cultural unity
- C. Contributions to modern civilization
 1. China - Ethical codes, governmental organization, science and art
 2. Japan - Economic developments

III. Continuing Relationship in World Community

- A. China's size and resources make her extremely important to all future international consideration
- B. The industrial development in Japan is setting the trend for others to emulate.